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ABSTRACT

Primarily intended to serve as a reference for in-service teacher coordinators, this document provides an overview of key points regarding the development and operation of cooperative vocational education programs. Written from the perspective of the teacher-coordinator, the discussion centers around the broad topics of planning, coordinating, and evaluating cooperative programs. More specifically the topics include: (1) Working With The Administrator, (2) Promoting the Program, (3) Surveying Student Interests and Needs, (4) Surveying Community Resources, (5) Developing Cooperative Training Stations, (6) Planning and Coordinating Instruction, (7) Youth Organizations, and (8) Labor Laws. The guideline format of this document should further assist the teacher-coordinator in planning and developing programs. Related documents are available as ED 057 180, and VT 012 907 in this issue. (Author/JS)

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ERIC Clearinghouse on Vocational and Technical Education

Information Series No. 36

VT 012 905

WHAT TEACHER-COORDINATORS SHOULD KNOW ABOUT COOPERATIVE VOCATIONAL EDUCATION

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preface

This publication is designed to serve teacher-coordinators interested in viewing the key concepts relative to cooperative vocational education. The compact nature of the review and its organization into guideline format should provide a ready reference for practitioners seeking to develop and improve occupational experience programs in their schools and communities. Much has been written on cooperative vocational education. However, the authors have been selective by citing references believed to be especially useful to teachers.

A basic reference on this topic is the *Review and Synthesis of Research on Cooperative Vocational Education* by Harold R. Wallace. This reference and related publications on the same topic for state supervisors and teacher educators and for local administrators are available from The Center.

The profession is indebted to Edwin York and Roy Butler for their scholarship in the preparation of this report. Recognition is also due Harold R. Wallace, Utah State University; Gary Astor, Iowa Central Community College; and Edward T. Ferguson, Research and Development Specialist at The Center, for their critical review of the manuscript prior to its final revision and publication. J. David McCracken, Information Specialist at The Center, coordinated the publication's development.

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Information Series No. 36
VT 012 905

What Teacher-Coordinators Should Know About Cooperative Vocational Education

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introduction

Cooperative vocational education is, to a considerable extent, a "sleeping giant." Because of its great potential, it calls for immediate expansion and maximum implementation in American schools. The opportunities for further development of cooperative programs are obvious. Congress has cited cooperative education as a priority area in recent legislation. A new mood of social responsibility exists in the business and industrial community. Large numbers of youth are unprepared for satisfying employment or continuing education and lack an appreciation of the value and dignity of work. Youth are interested in more "relevant" educational opportunities and the taxpayer is demanding more accountability. In this period of great challenge and expectation, vocational educators have a unique chance to extend the range of educational opportunities through cooperative vocational education programs.

Teacher-coordinators are often considered to be the "back-bone" of effective cooperative vocational education program efforts because they serve as the vital link between the school and the employers in the community.

This publication is primarily intended to serve as a reference for in-service teacher-coordinators who lack adequate preservice work in the development and operation of cooperative vocational education programs. The contents provide an overview of key points and a reference list of documents considered to be worthy of further study.

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planning the program

Continuous and careful planning is required if the high potential of cooperative vocational education programs is to be realized by the students, employers, school, and the community. Planning should be a continuous task because new students become involved, new training opportunities emerge, and different perspectives arise as cooperative vocational education programs become a part of the total educational program in a school system.

The teacher-coordinator can "breathe life" and continuous renewal into the cooperative vocational education program by giving attention to the following important areas:

Working with the Administrator

The successful teacher-coordinator recognizes and understands the responsibilities of the school administrator. The school administrator is responsible to the local school board, as well as to the state department of education and to other agencies that provide funds for operating cooperative vocational education programs. A good relationship with school administrators and faculty, and having their full support, is absolutely essential for effective program development.

Hornburg (N.D.) suggests administrative approval and support are necessary for the following reasons:

- To assure that all school administrators and staff members have the same concept regarding the general objectives and purposes of the cooperative vocational education program.
- To assure that all administrators and staff members recognize the value of blending cooperative vocational education into the academic program.
- To gain the support of other faculty members. (The administrator's support and approval have a direct relationship to this objective.)
- To obtain permission to conduct surveys that will aid in establishing the need to initiate a new program or extend the existing cooperative vocational education program.
- To enhance the administrator's willingness to provide the teacher-coordinator with sufficient time for teaching and coordinating activities.
- To determine the administrator's willingness to provide the classroom facilities and equipment which will be necessary to operate the cooperative vocational education program effectively.
- To obtain the administrator's suggestions on the reports desired from the teacher-coordinator.
- To plan class schedules and curriculum patterns and to determine credits the student will receive toward graduation for participating in the cooperative vocational education program.

- To serve as an information link with the local board of education and the community.
- To assist in contacting potential advisory committee members and in selecting the committee.

Working with Advisory Committees

Numerous guidelines on operating cooperative vocational education programs stress the importance of recruiting and effectively utilizing an interested and active advisory committee.

The advisory committee or committees should be organized during the initial stages of the program. The teacher-coordinator and the school administrator usually work together to identify and contact potential advisory committee members.

Consideration should be given to selecting advisory committee members with the following background and/or experience:

- Representatives of employers
- Managers or business owners
- Employees
- Sudent learners in cooperative programs
- Labor groups
- Local director of state employment agency
- Educators from local post-secondary institutions, colleges, and universities
- Members of civic or professional clubs
- School administrator and teacher-coordinator (ex-office members)
- Other appropriate individuals who have a close relationship with the fields of employment in which cooperative vocational education programs will be operating
- Other individuals in the community who have shown interest in school affairs and educational matters

The committee may be composed of five to seven members who usually serve for one to two years. A rotation plan for the addition of new advisory members may be used. One-to two-year terms of service on the advisory committee provide an opportunity for more citizens in the community to become acquainted with the cooperative vcational education program. Some of the suggested duties of an advisory committee are to:

- Aid in publicizing and promoting cooperative vocational education programs in the community.
- Identify areas in which cooperative vocational education programs can be expanded.
- Help to determine criteria for the selection of training stations.
- Review training plans.
- Assist with the evaluation of the program.
- Advise on program objectives and course content and provide information on job opportunities in the occupational areas included in the cooperative vocational education program.

- Assist in obtaining jobs for graduates who have successfully completed their training.
- Help organize community surveys by determining the data to be gathered, by supporting the need for the survey, and by helping to evaluate the data.
- Help to acquaint other citizens with the needs of the school.
- Serve as a liason group to help cooperative vocational education students who are interested in seeking post-secondary, college, or university education to make the transition.

The advisory committee should be encouraged to elect officers (usually a chairman, vice-chairman, and secretary) and to have periodic meetings planned around a meaningful agenda. Meetings with specified beginning and closing times will enhance member attendance. Appropriate advisory committee news items and reports should be circulated to the public.

A Minnesota guide (1969) suggests that a local advisory committee should be organized for each occupational cluster. The occupational cluster advisory committee serves a special kind of program, whereas the general committee serves a more broad-based program which attempts to provide training in a great variety of occupations. A separate advisory committee for each trade field or occupational cluster should be composed of persons with specialized interests and talents in the area to be advised.

Huffman (1967) indicates that in large communities at least two types of advisory committees may be organized to serve vocational education programs. One type of advisory committee would be concerned with the total program, and the other types would deal with the cooperative vocational education programs they are designed to serve.

In small communities, one advisory committee may serve the cooperative vocational education program, as well as the total vocational education program. The number and kinds of advisory committees will need to be determined according to the local situation.

A Michigan publication (1965) points out that advisory committees will be effective if:

- The reason for organizing the committee is well understood by both members and school officials.
- The committee has been given a clearly defined function.
- There is no question on the part of the members that the function is needed.
- The committee is competent to perform the function.
- The committee feels "wanted" by the school, its contributions are valued, and the chief school administrator and his staff are willing to give the necessary time, energy, and support to make the advisory committee successful.

A Delaware publication (N.D.) indicates that the final authority for approval of members on advisory committees should rest with the local

board of education. A formal invitation to membership in an advisory committee must always come from the board or its designated representative. This is necessary for three reasons:

1) The gesture of the board of education helps to remove any fears that an advisory committee will usurp its own rights and responsibilities. Final authority is shown clearly in the presentation of the offer on one side and the acceptance on the other.
2) Appointment by the highest school authority lends prestige to advisory committee members.
3) Advisory committee members will realize they are responsible to the board of education alone and that their recommendations are subject to the approval of the board of education, or its appointed representative.

Promoting the Program

The interest and cooperation of students, teachers, administrators, employers, and the community in general are essential to the establishment and continuance of effective cooperative vocational education programs.

Levendowski (1969) provides this helpful list of activities to assist teacher-coordinators in promoting and gaining support for the program:

- Use student speakers to explain the program to the student body and to business, labor, civic, and parent groups.
- Prepare posters and displays for use in school and coordinate promotional activities with other school events such as Career Days, National Education Week, Back to School Night, and Public Schools Week.
- Plan and schedule an assembly for the entire student body to explain educational goals of the program and requirements for enrollment.
- Develop and use audio-visual materials to explain program benefits to student, faculty, and community groups.
- Plan and sponsor employer-employee banquets.
- Submit news articles to local and school papers.
- Assist employers in securing temporary and seasonal part-time help.
- Join community civic groups and serve on their education committees.
- Prepare and distribute promotional brochures.

The many advantages and benefits of cooperative vocational education programs to the student, to the employer, and to the school should be emphasized in promotional efforts. Some of these advantages are:

- Students learn to relate education in a meaningful way to occupational interests at a period in life when it is natural to look outside the school for learning and earning opportunities.
- Students encounter an adult environment which causes them to

examine their values and reappraise their potential in real occupational and social situations.

- Students have time to comprehend the significance of learning and the world of work by gaining early experience on jobs that are in harmony with their interests and abilities.
- Students make the transition from school to work, or to other educational endeavors, under the skilled guidance of the teacher-coordinator.
- The articulation of classroom instruction, on-the-job training, and student club activities contribute to competency development and confidence needed by the student.
- Cooperative vocational education provides an influential means of coordinating the home, the school, and the world of work in behalf of the student.

The employer benefits in the following ways:

- Helps improve training programs in the business.
- Future employees for the business establishment may be developed through the cooperative program.
- Brings recognition to the employer.
- Offers an opportunity to participate in an educational program of benefit to the community.

The school benefits in the following ways:

- Facilities and resources in the business community are used to supplement those provided by the school.
- Better student-faculty relations are created.
- Average daily attendance is increased.
- School community relations can be strengthened because cooperative vocational education programs require a partnership commitment.

It is advisable to avoid making false claims about the value of cooperative vocational education programs. The best publicity for this type of learning opportunity is a successful program. However, success or failure of any program is often dependent on the publicity it receives. The cooperative vocational education program will be easier to organize and operate if the public has a good understanding of its aims and objectives.

Surveying Student Interests and Needs

Wallace (1970) suggests the emerging theoretical pattern for developing cooperative vocational education programs is: 1) gather information about the students who are interested in cooperative vocational education programs, and 2) conduct a community survey to identify training stations that will serve the educational needs of the students. He goes on to state further, "A key concept in this revised theoretical pattern is the identification rather than the selection of students."

Basic priorities can be established for planning, improving, and extending cooperative vocational education programs by collecting and using the following information about interested students:

- Area of occupational interest and aspirations
- Past work experience and level of competence
- Opinions and recommendations of former employers
- Physical limitations
- Academic ability
- Academic achievement
- School attendance record
- Disciplinary record
- Home background
- Hobbies and extracurricular activities
- Personality characteristics such as punctuality, honesty, loyalty, alertness, accuracy, self image, initiative, sincerity, willingness to work, and perseverance

The cooperative vocational education program must be based on the needs of students as determined from these items of information. This is the crucial area in cooperative program design. The students, school, employers, and others involved will be dissatisfied and uncomfortable with the program and its results, if it fails to serve the specific needs of interested students.

Surveying Community Resources

When the needs and career aspirations of the students are identified, the teacher-coordinator can contact potential employers to locate training stations. Several other factors should be considered before attempting to locate training stations, such as:

- Budgetary constraints and time allotted for the teacher-coordinator to visit training stations.
- Restrictions and constraints of transportation for students.
- Existence of similar programs in the community.
- Other schools offering cooperative training programs in the potential employment area.

Haines (1970) suggests that much valuable assistance may be gained in identifying potential training station sponsors by consulting:

- Advisory or steering committees
- Trade associations, chamber of commerce, unions, etc.
- Yellow pages in the telephone directory
- Listings in the city directory
- Local employment security officer
- Former employers of cooperative vocational education students

The major purposes of the community survey are:

- To determine the opportunities for employment in the occupational clusters of apparent interest to the students.
- To determine whether there is a sufficient number of employers who are capable and willing to cooperate in the program.
- To promote cooperative vocational education programs.
- To accumulate information for use in vocational guidance and career development.

Types of information to be obtained from businesses in the initial survey include:

- Willingness to employ a student in a cooperative vocational education program.
- Number of persons employed in each occupational area.
- Anticipated increase or decrease in number of employees in the next year.
- Shortage or abundance of workers in each occupational area.
- Opportunities and requirements for advancement in the occupation.
- Training programs currently in operation for employees in the business.
- Availability of persons in the business to work with cooperative vocational education students.
- Age and experience of employees in the business.

The employment community can be surveyed most effectively via personal interviews, but this procedure is very time consuming. If the personal interview technique is used, responses should be more reliable since there is opportunity to clarify the questions. Interviewers should be chosen carefully and instructed thoroughly on the purposes of the survey.

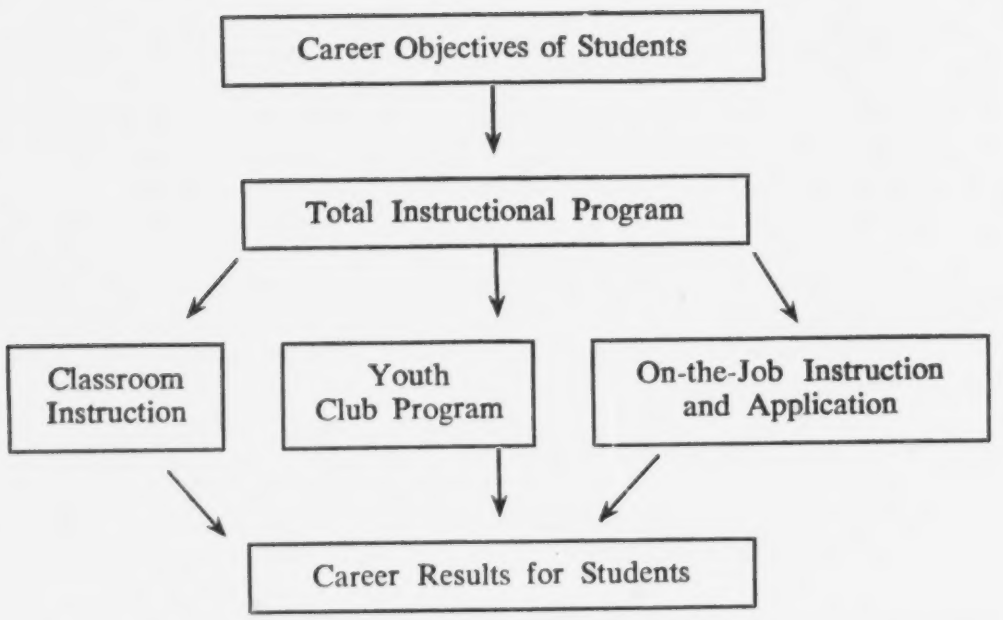
Most community surveys are conducted by mailing a questionnaire to select business firms. If a mailed questionnaire is to be used, it should be carefully designed, field-tested, and revised before mailing to the selected business establishments.

coordinating the program

The process of coordination in a cooperative vocational education program calls for correlating all helpful agencies and factors that can contribute to the successful training of students.

Coordinating Strategy

The basic coordination strategy focuses on career objectives of students, in-school instruction related to paid on-the-job work experience, and youth club activities. These basic components are combined and coordinated to bring career results for students. The general strategy may be diagramed as follows:



The public relations program, surveys, guidance services, advisory committee, written agreements between the school and the employers, the teacher coordinator, parents, and evaluation activities provide support for the strategy.

Teaching and Leadership Responsibilities

A cooperative vocational education program will be successful only when the teacher-coordinator is aware of the variety of tasks needing to be performed. Although the coordinator performs many of the same tasks as the regular classroom teacher, his or her role is expanded to include guidance activities, working with the businessmen in the community, public relations, and many other activities which the regular classroom teacher is not called upon to perform.

The following identifies the major roles of the teacher-coordinator and the key tasks involved in providing sound teaching and leadership for the cooperative vocational education program.

Major Role	*Key Tasks*
Planner	Conduct student interest survey Conduct employer availability survey Write policies, standards, and agreements Assist with budget development Assist with scheduling program
Promoter	Engage in public relations activities Prepare reports and other information releases of interest to the public

Coordinator	Organize advisory committee and be certain it is functioning well. Arrange student interviews and placement with approved employers. Assist students to obtain work permits, Social Security cards, and health certificates. Develop student schedules. Coordinate in-school instruction and on-the-job experience Confer with employers at regular intervals and visit students on the job.
Teacher	Provide in-school related instruction: prepare and teach courses, arrange facilities, provide teaching materials, seek other learning opportunities.
Counselor	Supervise and coordinate youth group activities. Confer with students about personal and program problems. Confer with parents and/or guardians.
Evaluator	Develop community employment profile. Determine readiness of students for cooperative program. Determine suitability of employers for cooperative program. Perform continuous planned evaluation of the total program. Conduct follow-up studies of graduates.
A Growing Professional	Participate in professional improvement workshops and conferences. Consult with state leaders, teacher educators, and leaders of other cooperative programs. Join professional organizations.

Developing Cooperative Training Stations

The selection and development of on-the-job training stations is as important as the in-school instructional program, since a large portion of the student's learning experiences will be gained on the job. The cooperative training station must be selected on the basis of the needs and career

goals of the individual student learner. Answers to the following questions will aid in the final selection of good training stations:

- Does the proposed area of employment meet or relate to the career objectives and abilities of the student-learner?
- Does the training station sponsor show an interest in providing instruction on the job and not merely part-time employment for the student?
- Does the training station sponsor express a willingness to match learning experiences to individual student capabilities?
- Will the training station offer a well-rounded variety of learning experience for the student-learner?
- Does the sponsor indicate willingness to develop a step-by-step training plan in cooperation with the potential student and the teacher-coordinator?
- Can the sponsor arrange time to confer periodically with the teacher-coordinator?
- Can the training station sponsor work closely with the student-learner or provide another employee to offer personal and effective instruction?
- Will the student-learner be employed during the entire school year?
- Will the training sponsor discuss career possibilities with the student-learner?
- Is the physical and moral environment of the training station appropriate and beneficial for the student-learner?
- Are the hours for on-the-job training moderate and arranged within the framework established by the local and state programs?
- Is the training station accessible for the student-learner in terms of location and available transportation?
- Is the training station located within an up-to-date and progressive business?
- Is the equipment at the training station adequate, reasonably modern, and in good condition?
- Do the business, owner, and employees have acceptable reputations in the community in regard to social factors, economic factors, and labor relations?
- Is the business currently observing all state and federal laws relating to employment of minors?
- Will the student-learners be employed at wages comparable to those paid to similar beginning workers or at the student-learner rate established by the U.S. Department of Labor?
- Do the employer and his personnel understand and appreciate the importance of the occupational work experience portion of cooperative vocational education programs?
- Would the employer be willing to provide reports on student attendance, evaluation of work done, and the personality development of the student?

- Does the business have an ongoing training program that seeks to develop the maximum occupational growth of its regular employees?

Answers to these and other pertinent questions can be obtained most effectively from personal visitation and conferences.

Affirmative answers to the majority of the questions should indicate that the business would be a potentially acceptable training station sponsor. Negative responses to a great many of the questions should raise serious doubts concerning the acceptability of the business as a training sponsor.

Some potential training stations which appear marginal in certain areas upon initial contact may be developed into useful partners. Wallace (1971) points out that in the beginning few training stations are perfect. He goes on to say "one of the most important roles of the cooperative program coordinator is the development of training sponsors who have a commitment to the educational enterprise and who have the capability of providing effective on-the-job learning." Wallace (1970) further suggests that even though training station sponsor development is expensive, it is worth the effort. He states:

> School administrators are quick to recognize the high cost of providing a substantial amount of released time for the coordinator to work on training sponsor development. On the other hand, the coordinator often shys away from the challenge of working to develop training sponsors. Most difficult and challenging of all is extracting a genuine commitment to the educational enterprise but once that commitment has been made, when the training sponsor views himself as part of the "downtown faculty," the real payoff in educational significance and meaningful learning becomes available. Enlightened administrators and coordinators with a vision of the role that they should play are eager to accept the challenge of training-sponsor development and are eager to pay the cost because potential benefits are great enough that the energy and money are recognized as being well invested.

Wilson (1970) also recommends that teacher-coordinators must take advantage of their responsibility and position to control the selection and preparation of on-the-job trainers.

A study of the concerns and expectations of participants in cooperative programs by Cushman (1967) highlights the need for orientation and development of training station sponsors. Parents and students were concerned about whether the work experience would have educational value. Specifically, students expected to receive:

- Specific training for an occupation
- Academic credit for work experience
- Varied and interesting assignments
- Pleasant, fair, and helpful supervision
- At least the minimum wage
- Experience leading to further training

The expectations and concerns of employers were quite different. Employers were concerned about whether or not students would work long enough to be productive and whether they would have a voice in selection of student employees. Employers expected students to have:

- The ability to perform a variety of tasks
- Good work habits
- Desirable personal attributes

Employers wanted the school to provide:

- Specific occupational training
- Effective coordination and a coordinator to solve problems
- Blocks of time to make productivity and effective work performance a reality

The paradox and most serious potential defect of cooperative vocational education programs is brought out in this study. Employers viewed the student essentially as a part-time worker; expected effective work performance and productivity; and expected the student to bring many qualifications to the job. Students expected the experience to have educational significance and to learn many of the things on the job that the employer expects upon arrival.

Wallace (1970) pinpoints the critical reason for emphasizing the need to work with training station sponsors. He states:

> Too often the cooperative program coordinator places the expectation and concerns of the employer highest in priority. The result is that the student is placed on a training station which may provide little opportunity or meaningful learning activities. If the learning opportunities are available, chances are the employer will not take the initiative to structure the learning situation and the student will not have full advantage of the opportunities which are available.

He goes on to say:

> If the cooperative vocational program is to offer more for the student than he would get through a combination of casual part-time employment and traditional classroom instruction, the employer must accept the role of a training sponsor, viewing a student as a trainee to whom he has a commitment and not merely as a part-time worker. This concept of a partnership involving the school and the employer in an educational endeavor is essential for the development of cooperative vocational education programs.

The training plan can be used as a tool to develop a clear understanding of each party's commitment. Both the training plan and on-the-job learning experiences should be agreed upon by the teacher-coordinator, the student-learner, the parents or guardians, and the training station sponsor. All parties should sign the training agreement and each should receive a file copy when the student is placed on the job.

A similar format may be used for a variety of training agreements. However, for clarity, it should be adjusted to meet the different needs of each student and the training station requirements.

Planning and Coordinating Instruction

Planned and coordinated instruction on-the-job and in-school is the essential element that makes cooperative vocational education programs different from regular school and part-time employment.

Both the in-school and on-the-job instruction should be planned within the framework of the specific needs of the student and the broad outcomes or goals of the program. The on-the-job learning and in-school instruction should be integrated and mutually supportive of each student's career development needs. Instructional content should grow out of the demands that will be made upon the student in the employment situation.

The teacher-coordinator can determine appropriate content for the in-school instructional program from an analysis of training plan agreements. Compilation, interpretation, and synthesis of the training plans and student needs should be the most important determinants of what must be learned in-school and on-the-job. The broad outcomes or goals of the program and the items to be learned by the student should be stated in behavioral terms to facilitate measurements of accountability in terms of time, cost, and student outcome.

The plan for in-school career related instruction is an area which allows a wide range of innovations and it may involve several of the following methods:

- Self-instruction
- Self-instruction with telelecture
- Self-instruction with employer as monitor
- Self-instruction with teacher-coordinator as monitor
- Lecture-discussion
- Programmed instruction
- Film plus discussion
- Game technique
- Individual practice in the shop or laboratory
- Vocabulary emphasis
- Laboratory with simulation activities
- Laboratory or shop project activities

The teacher can make necessary instructional changes for individual students as the need arises. The student can provide information which will be helpful in planning individualized learning opportunities. The teacher-coordinator should require each student to hand in a weekly report that specifies the training that has been received on the job and problems which have been encountered. The teacher-coordinator can use this information on a continuing basis to:

- Keep abreast of the student's training
- Adjust the in-school instructional program to meet the needs of the student
- Evaluate and select potential areas that need to be discussed with the employer
- Obtain suggested topics for class discussion

Developing Guidance and Placement Services

Students who need, want, and can profit from the cooperative vocational education program experience should be given the opportunity to participate. Wallace (1970) notes that the emerging pattern is the identification rather than the selection of students.

Billings (1970) indicates the attraction to cooperative programs and motivation of students are greater when they have chosen an occupation to learn, even though their interests may change later. He goes on to state:

> Ideally, the orientation to the world of work and explorations of occupational fields should be a continuous part of education, integrated throughout the curriculum from kindergarten through high school. In the absence of this kind of emphasis in the curriculum at the present time, consideration should be given to "career exploration" courses and pre-vocational classes which help students learn about careers and about themselves in relation to planning satisfying careers and preparing for the future. The student's initial exposure to occupations should be to all the broad fields and, later, exploration in depth of careers which are of interest. The cooperative training will be more beneficial when the student is able to participate in planning the training he needs to achieve his goals.

If students have not had the benefit of occupational exploration, all available resources of the school, including guidance services, faculty recommendations, and help from former and present cooperative vocational education students, may be used to assist interested students in choosing and planning suitable career objectives. Employers, parents, advisory committee members, and others may be helpful with this activity.

Although the primary responsibility of enrollment, placement, and follow-up usually rests with the teacher-coordinator, there should be open lines of communication with all of these potential sources of assistance in order to optimize the opportunities and career development of students. Of particular importance is the teacher-coordinator's relationship with the guidance counselor. The University of Minnesota guide (1969) notes that "If cooperative vocational education coordinators really want the support and assistance of other personnel, they must take definite steps to develop understanding and cooperative working relationships." The guide also cites the following successful practices which have been used to establish good relationships with guidance personnel:

- Supervisory and guidance personnel participate in the initial planning of cooperative education programs.
- Their advice and assistance are solicited on such matters as scheduling, counseling, recruitment, selection, program development, and evaluation.
- They are kept informed by the coordinator regarding program activities, student progress, business and industry reactions to school programs, local occupational opportunities and other relevant information.

- Guidance personnel learn how cooperative vocational education is conducted by personnally accompanying the coordinator on calls to training stations, observing job-related vocational classes, attending advisory committee meetings and student club functions, and talking with students who are enrolled in the program.
- Guidance personnel are brought into contact with employers and employees in business and industry through coordinator-planned field trips, meetings with representatives from the employment community and resource speakers brought into the school.

Huffman (1967) suggests guidance and placement services should include:

Effective Counseling The guidance counselor and the teacher-coordinator should help each student to recognize his or her special interests and aptitudes through an interpretation of school records, test profiles, home background, and other information that may be available.

Selection of Students The teacher-coordinator should work closely with the guidance counselor in the selection of students who meet certain requirements agreed upon by the school and the employers. Considerations for selection criteria should logically include the student's age, willingness, ability, and readiness for the program.

Enrollment Procedure The enrollment procedure should be well defined and understood by all concerned. School personnel and the employer-sponsor should know the factors which determine student selection and placement in training stations.

Parental Approval and Support The teacher-coordinator should confer with parents about the factors relating to vocational choice and career planning.

Periodic Counseling The teacher-coordinator should counsel periodically with the students concerning (a) career objectives, (b) achievement in relation to aptitude and ability, (c) personal and social adjustment, and (d) job performance record.

Job Placement The teacher-coordinator should maintain a current file on job opportunities available to graduates and help them obtain employment.

Follow-Up The teacher-coordinator should maintain a follow-up file of the graduates from the cooperative vocational education program.

Various new alternative guidance and preparation efforts may be needed to prepare each student for placement. Tapp (1969) relates the value of implementing a program during the summer months to prepare potential co-operative vocational education students for placement and employment in training stations at the beginning of the school year. This approach helps to eliminate a situation in which many students are not ready for placement in training stations until well into the school year.

In the final analysis, the effectiveness of guidance services can be evaluated in terms of the successful training, adjustment, and placement of students in the labor force or in further educational endeavors.

Youth Organizations

A youth club program is an integral part of the cooperative vocational education program because the activities promoted can provide opportunities to demonstrate and refine competencies required in the occupational field which students are exploring. Here are some suggestions by Levendowski (1969) for developing a successful youth club program:

- Establish club activities as an integral part of the total instructional program.
- Prepare a written statement of club objectives and discuss these objectives with students enrolled in the program.
- Encourage all students enrolled in the program to become members and encourage them to participate in club activities.
- Create an environment that permits students to plan and conduct a well balanced program of group and individual activities that complement related instruction.
- Provide guidance in helping members select, plan, and conduct club activities.
- Evaluate club activities to determine their value as worthwhile learning experiences for students.

The teacher-coordinator normally serves as club advisor. The major functions of the club advisor include: 1) promoting membership among cooperative vocational education students, 2) insuring that the club experience helps achieve the goals of the students and the cooperative vocational education program, and 3) encouraging the club's involvement in local, state, and national activities.

Some states have one club for all cooperative vocational education students. Other states have clubs for each program field or area. Your state vocational education staff should be consulted for information on the current emphasis.

Labor Laws

Efforts to modernize child labor laws to allow greater flexibility in the employment of youth continue at the national level and in many states. Teacher-coordinators should maintain continuous contact with the nearest local or regional office of the Wage and Hours and Public Contracts Division of the U.S. Department of Labor for the latest rulings affecting students in cooperative vocational education programs.

evaluating the program

Continuous and systematic evaluation is necessary for the improvement, continuation, and expansion of cooperative vocational education

programs. It is advisable to evaluate the program in two ways. One form of evaluation measures student outcomes and the other is designed to evaluate the effectiveness of the total program. This is commonly referred to as "product" and "process" evaluation. Either approach to evaluation by itself should be considered incomplete. The major components listed below require evaluation:

- General program goals
- Effectiveness of related classroom instruction
- Effectiveness of on-the-job training
- Effectiveness of specific training stations
- Effectiveness of club program activities
- Suitability of forms and records in use
- Ability of the teacher-coordinator
- Effectiveness of guidance and placement activities

The following helpful suggestions for planning and conducting a program evaluation were made by Levendowski (1969):

- Evaluation of the program should be made in terms of the school philosophy and program goals.
- An evaluation of a cooperative education program should be sufficiently comprehensive to measure all aspects of the program.
- Program evaluation should be a group endeavor.
- A variety of measurement techniques should be used to secure needed data.
- Self-appraisal should be a part of the evaluation program.
- Evaluation findings and recommendations should be disseminated to all interested persons.
- Evaluation data should serve as a basis for planning immediate changes and developing long-range plans.

The evaluation procedures should be selected in the early planning stages of the program so that useful records can be made during the operation of the program. Such records might include:

- Weekly reports from students
- Periodic ratings by employers
- Notes from individual conferences
- Special questionnaires for students and employers
- Standard follow-up reports on graduates

With careful planning, evaluation records can be designed to make a significant contribution toward improving the cooperative vocational education program.

Routine reports on the program's development usually are required by local administrators and the state agency for cooperative vocational education. Reports also become important promotional tools when appropriately prepared and introduced to key groups. Reports may take the form of publications, audio-visuals, or may be presented as interviews with specific students or employers.

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